

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Dorene Kitras

Official School Name: Winnemucca Grammar School

School Mailing Address:
522 Lay Street
Winnemucca, NV 89445-3434

County: Humboldt State School Code Number*: 07202

Telephone: (775) 623-8160 Fax: (775) 623-8176

Web site/URL: www.humboldt.k12.nv.us E-mail: dkitras@humboldt.k12.nv.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Mike Bumgartner

District Name: Humboldt County School District Tel: (775) 623-8100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Shelly Noble

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 3 | Elementary schools |
| 1 | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| 5 | Other |
| 11 | TOTAL |

2. District Per Pupil Expenditure: 6529

Average State Per Pupil Expenditure: 7345

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

2 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	2	11	7			0
K	37	34	71	8			0
1	30	34	64	9			0
2	18	36	54	10			0
3	29	22	51	11			0
4	31	28	59	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							310

6. Racial/ethnic composition of the school:

	2 % American Indian or Alaska Native
	2 % Asian
	1 % Black or African American
	27 % Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
	68 % White
	% Two or more races
	100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 24 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1.	309
(5)	Total transferred students in row (3) divided by total students in row (4).	0.236
(6)	Amount in row (5) multiplied by 100.	23.625

8. Limited English proficient students in the school: 18 %

Total number limited English proficient 56

Number of languages represented: 2

Specify languages:

Spanish and English

9. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 132

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>42</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	93%	94%	95%	93%
Daily teacher attendance	95%	95%	95%	97%	94%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Winnemucca Grammar School (WGS) is a Title I school servicing approximately 310 students and located in the rural community of Winnemucca, Nevada and is approximately 165 miles east of Reno. The city of Winnemucca has been in existence since 1830 with Grammar School being the original school site serving students for all of Winnemucca. The original school was built in 1890 and was destroyed by fire in the early 1900's. A new building was erected in 1927 and is still in existence today being listed on the National Historic Registrar.

The major source of income in Winnemucca is mining along with some ranching and agriculture. Twenty-one percent of the Winnemucca Grammar School student population is transient and live in motels. Thirty percent of our student population is Hispanic with Spanish being the primary language spoken at home. As a result 18% of our student population is served by our ELL program. The remaining 49% of our student population comes from low middle class families.

Winnemucca Grammar School's mission is "to provide knowledge and skills in a positive environment which enables each student to make a productive contribution to society." To that end, we have a dedicated staff with low teacher turnover. The average teacher "years of service" at WGS is fourteen years. Traditions run deep, and seven of these teachers were once elementary students at this school.

WGS teachers have received such honors as the Miliken Outstanding Educator Award, Gazette Journal Outstanding Teacher Award, Nevada Cattlemen's Teacher of the Year Award, University of Nevada-Outstanding Elementary School Counselor Award, and Wal-Mart Teacher of the Year Award.

Five years ago Winnemucca Grammar School began weekly collaborative meetings of teachers to discuss student progress and determine grade level needs. Teachers have created standards based assessments that are given to each student. The results of these assessments are analyzed and goals are set and implemented in order to further student achievement.

Teachers also work collaboratively across grade levels, discussing curricular goals and needs for the students in the grades above them and below them. As teachers see areas of strength or weakness, professional development is planned to meet their needs. This time is used to team build, talk about intervention strategies, and best practices.

As a result of these practices, we have seen tremendous gains in our state criterion reference test (CRT) scores. Evidence of the school's tremendous gains can be found in the Adequate Yearly Progress (AYP) reports. Winnemucca Grammar School has made AYP each year since the inception of No Child Left Behind. With Nevada's Annual Measurable Objectives (AMO) increasing steadily every two years.

Winnemucca Grammar School continues to exceed state benchmarks on an annual basis. Our school was recognized by the State of Nevada as High Achieving during 2005-06 school year. Remarkably, the next year Grammar School received the highest designation possible in Nevada when it was designated as an Exemplary school for the 2006-07 school year.

Grammar School maintains a strong parent teacher organization called Friends of Grammar School (FROGS). These dedicated parents assist teachers in the classroom and supplement our school budget through fundraisers. One such fundraiser is Spook Night, which has been a tradition for over fifty years. Parents also help fund many programs which encourage parental attendance such as Cultural Week, Literacy Night, Craft Night, and our Math Fair.

In short, the staff as Winnemucca Grammar School is pleased to be in considered for Blue Ribbon status and feel it is due to the hard work, commitment, and dedication of teachers, students, and parents within this school community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Analyzing the data for Winnemucca Grammar School for the past 5 years, it is important to note that one grade level, third, has taken the Nevada Criterion Referenced Tests (CRTS) in both reading and math over this time span. The State of Nevada began assessing fourth grade students in reading and math during the 2006-07 school year, limiting data to only two years. Due to this limited data, all results presented below pertain only to third grade students. The Nevada CRTS are administered during the spring on or near the 110th day of instruction. Over the past five testing sessions, Winnemucca Grammar School has tested 100% of students each year, making the data inclusive of all students. All test results are available online at <http://nevadareportcard.com>. There is additional information available regarding AYP performance at http://nde.doe.nv.gov/AYP_Results_County.htm.

Nevada currently utilizes four achievement levels to categorize student performance on CRTS. These levels are Developing/Emergent, Approaching Standard, Meets Standard and Exceeds Standard. Placement into each level is set by a predetermined cut score on the test. In third grade for both reading and math the cut scores are 100-199 for the “Emergent/Developing” level and 200-299 for “Approaches” Standard. The criterion for “Meeting” Standard and “Exceeding” Standard differs slightly for reading and math. For reading the cut score for “Meeting” is 300-355 with the “Exceeds” level from 356-500. In math the “Meets” level is 300-354 and the “Exceeds” level is 355-500.

Beginning with the 2003-04 school year and progressing through the 2007-2008 school year, test results for third grade students at Winnemucca Grammar School have increased steadily for all reportable subgroups. Along with this improvement, the school as a whole has improved proficiency rates by 16 points in reading and 19 points in math over a five year time period. Student achievement has shown a steady increase in results each year, with a tremendous increase noted in the 2006-2007 school year in both reading and mathematics. During this year female math students showed 93.7% proficiency, which is a 43.7% improvement over the previous year. Hispanic, FRL, and white students also increased proficiency rates by nearly 20%. Following the 2006-2007 school year there was a slight dip noted in test scores, yet the overall data trend from 2003-04 shows steady improvement.

Analyzing math the most notable changes over this time period have been in the female, Hispanic and Free and Reduced Lunch (FRL) students. For females, the proficiency rate has increased from 40% in the 2004 school year to 70% in the 2008 school year. Hispanics have improved from about 24% proficiency in 2004 to about 47% proficiency in 2008. FRL students have increased from just over 20% to over 53% proficient during this same time span.

What is not completely visible in the data is the improvement Winnemucca Grammar has made in decreasing student performance in the “Emergent/Developing” level and dramatically increasing percentage of students performing at the “Exceeds Standard” level. Over this time span, WGS has decreased the percentage of students in third grade math falling in the “Emergent” level to below 10%, with no students falling into this category during the 2006-07 year. More impressive though is the increase shown in the “Exceeds” level for math. Winnemucca Grammar School has improved during this span from about 20% in this category in 2003-04 to almost 40% achieving in the highest level during the 2007-08 school year.

2. Using Assessment Results:

Data drives our instruction for each individual student. Our Professional Learning Communities (PLC) are grouped by grade levels. These communities also serve as data cycle teams. In each content strand students are given a pre assessment as well as a post assessment to ascertain whether or not the learning objective has been mastered. The PLC's then meet and design learning strategies to implement with those students who have not mastered a concept and to plan what to do with those students who are ready to progress to the next level, thus providing remediation and enrichment.

Additionally, PLC's utilize data from last years CRT results as well as our district sponsored Measure of Academic Progress (MAPS), created by North West Evaluation Association. The latter is given three times a year and assists teachers in knowing where their students are academically at the beginning of each year, how well they are mastering state and national standards in each of the core subjects throughout the year, as well as providing feedback in which areas each student needs more assistance, thereby providing a way for teachers to create differentiated learning opportunities.

In addition to our PLC's, Data Teams, and MAPS results, we enlist the help of our Title I, Math, ELL, and Literacy Specialist. Each of these specialists work directly with our PLC's to give assistance, guidance, and expertise where needed. Our Math Specialist provides guided math lessons in areas of greatest need at each grade level based on data derived from the aforementioned tests. She also provides a Math Club held during recesses and a Math Camp at the beginning of each new school year. Our ELL, Title I and Literacy Specialist all work one on one and in small groups with our students who are most at risk in not succeeding in reading.

3. Communicating Assessment Results:

The state's CRT's are sent home to each parent in a parent friendly format explaining how well his/her child mastered each content strand in the state standards in both Reading/English Language Arts and Mathematics. It also provides feedback to parents, areas of strength for their child, areas of weakness, as well as helpful tips on how to help his/her child improve.

Additionally, an annual accountability report is sent to each family in English or Spanish, detailing the success of our school in comparison to other schools within our district. This report is sent by the end of the first quarter of each new school year highlighting not only our test results, but also our other successes throughout the previous school year such as 100 Book Challenge Medals given, distinguished awards the school has received, etc.. Teachers also communicate the results of the MAPS assessment with parents at the first parent/teacher conference held the end of the first quarter of each new school year. This is an opportunity for students and teachers alike to share their goals in regards to each student's academic progress throughout the remainder of the year and to enlist the help of each parent in obtaining this goal. MAPS results are again shared with parents in another parent/teacher conference at the end of the third quarter. Other means of assessments are kept and shared through student portfolios and journals in writing and in math. The results of informal assessments are available to parents via an online parent portal provided by the school district, or through progress reports and quarterly report cards.

4. Sharing Success:

Winnemucca Grammar School has celebrated its successes through announcements in the newspaper, district newsletter, radio, and school newsletters, and will continue to do so. Each award the school has earned is

proudly displayed by the office, or in the gymnasium where the community gathers for school assemblies, little league basketball, and all other school functions. We are so proud of our students, teachers, and parents for their hard work and diligence-each makes it possible for our overall success.

At the end 2006-2007 school year, Winnemucca Grammar School was awarded exemplary status for its incredible growth on CRT's in consecutive years. Throughout the 2007-2008 school year, every Friday, teachers proudly wore shirts with the "Exemplary School" status embroidered on it, as well as displaying the banner in the school gymnasium.

We have shared our learned knowledge with other schools through peer tutoring/coaching and making our classrooms available for observations. As a result, other schools are open to us visiting their schools and gleaning more knowledge and approaches to learning from them as well.

One program in our school that has recently been observed by other schools is our American Reading 100 Book Challenge. Through this program students become eager to read, at first for small incentives and reading medals, and then as they see success, just for the pleasure of reading. For every fifteen minutes a student reads for pleasure from a book at his/her independent level, he/she earns a step. For every one hundred steps, he/she earns a medal. These medals are awarded to them monthly in a school assembly where dignitaries from the community or school district are invited to present the medals to them. As students see others receiving awards, they are energized to read as well.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Winnemucca Grammar School's Core Curriculum is based on the Nevada State Standards, and consists of Math, English/Language Arts-which includes Reading, Science, Social Studies, Physical Education, Art, and Music. In a district wide forum, teachers from like grade levels met to prioritize state standards in each of the core curriculum in Math, English/Language Arts, Science, and Social Studies. Additionally at Grammar School, teachers then met with the grade level above and below them to determine which of these grade level prioritized standards appeared to be lacking mastery in students as they entered the next grade level.

Additionally, teachers in third and fourth grade benefit from the spring testing results of MAPS (tested in 2nd-4th grade) in both English/Language Arts and Mathematics as well as the CRT results of third and fourth grade students from the previous year. Kindergarten through 2nd grade teachers, utilize the PALS assessments from the previous year to determine the level of readiness of their incoming students. All of this information and data is then analyzed by teachers in their PLC's to determine the best approach for each student in the current school year. As PLC's assess the needs of their students for the current school year, they also begin to enlist the help of the school's specialists-Math, Literacy, ELL, and Title I. They also review the IEP's of students they have in their classroom who are also shared by these resource teachers. Teachers then begin mapping out their curriculum for the year based on the above information. Again PALS and MAPS are given at the beginning of each new year to determine what needs to be tweaked based on the latest assessment results.

Curriculum maps are created by grade levels in their PLC's and common assessments and data cycles are based on these curricular maps. Grammar School is a traditional Kindergarten-Fourth Grade school with self-contained classrooms, but with shared common goals created by grade level PLC's. Teachers utilize "best practices," in working with their students. Instructional approaches range from whole group instruction with chunking of expected outcomes differentiated, to small group instruction and learning centers. For example, a teacher may be teaching how to tell time by the hour, half hour, and quarter hour. Each group of students will rotate through a variety of centers with varying instructions detailing what they are to review in game form, and telling time based on what they already know. Each set of instructions are color coded for the various groups. Teachers follow the rule of working memory when creating the two independent centers of reviewing the 70-85% percent known and at the teacher's direct instruction center introducing the 15-30% unknown or the next phase of telling time based on their readiness.

Teachers always share with students what standard he/she is addressing that day in each curricular area to help them to make a link to real world application. This is especially true in those units where students work on a project that is cross curricular. For example, students in Kindergarten may review letter sounds as a whole class, identify what the letter looks like on a chart they have, and use the chart to help sound out words or learn how to spell a word when writing in their journals, thus, working with both phonemic awareness in Reading as well as the beginning stages of Writing.

Consequently, there is always a hum when walking into any classroom at Winnemucca Grammar School as students work at varying readiness levels on learning tasks tailored to their needs.

2a. (Elementary Schools) Reading:

Winnemucca Grammar School's approach to reading is three fold: Word study-which includes vocabulary building, building fluency, and increasing comprehension. Student reading is assessed at the beginning of

each new school year through “Words their Way,” and Phonological Awareness Literacy Screening (PALS) or Jerry L. Johns Reading Inventory. Second through fourth grade students also take the Measures of Academic Progress test (MAPS). The results of each of these tests help to identify areas of need for students and group them according to these needs.

Students are then taught grade level high frequency words based on their readiness level. In first and second grades these words are either sight words, or words based on phonemic awareness and word families. In third and fourth grade, students are assigned a group of these words to sort according to their spelling patterns and must learn how to use them correctly in sentences.

The development of fluency is approached through choral reading, buddy reading and reviewing word attack skills. All students know that if they find a word they don’t know they are to do the following: Get your mouth ready to form the word, look for familiar chunks in the word, stretch and slide the word and then ask: Does it look right? Does it sound right? Does it make sense?

Teachers help build comprehension through the district adopted basal readers, trade books, and leveled readers provided by the American Reading Association. The key is to provide reading materials to students at their proximal level of development. Once a story is read, writing activities are incorporated to help build comprehension. For those students who need additional help on their reading, we also have a literacy specialist and a Title I teacher who works with these students in smaller group settings or individually.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Winnemucca Grammar Schools PLC and Data Cycle Teams have been working on common assessments and best teaching practices in Math longer than in other core areas and our test results show the incredible growth that has taken place because of it. Each year, teachers create a chart showing current levels of achievements based on the previous year’s MAP and CRT results. Then, they create a curriculum map tailored to the needs of each grade level. Additionally, students are tested again at the beginning of the new school year to see if anything else should be added to the curriculum map.

Once the map is in place teachers begin their data cycles with pre and post assessments to determine mastery and growth. Teachers collaboratively share best practices if their class results are remarkably higher on common assessments than other classes to utilize with those students who have not yet mastered a concept.

The math specialist is utilized as a resource in locating and procuring materials and teaching strategies for introducing concepts and in remediating those concepts not yet mastered. She models how to introduce effective learning and teaching strategies for those teachers who request it. She also works in small groups and with individual students who need additional reinforcement. Most of her strategies and approaches are based on the works of Marilyn Burns which help our students to understand numbers and operations, algebra and functions, measurement and geometry, and data analysis. Most teachers do not use the state adopted textbook, but develop their math curriculum based on the state standards and teaching techniques of Marilyn Burns. As a result of this approach to teaching Math, Winnemucca Grammar School’s scores on the CRTs are consistently 5% higher than those of the State of Nevada.

4. Instructional Methods:

Winnemucca Grammar School adheres to the working memory model. In each content area, students should have 70% of instruction familiar to them and 30% that is unknown. This also follows our state standards in all curricular areas and our curriculum maps designed by our grade level PLC's.

Two styles of differentiated instruction are prevalent at this school site. One is whole group instruction with a variety of learning activities that follow. In this model, teachers take into consideration the subgroups in their classes and incorporate examples into their lessons that address these students' needs. For example, for our Hispanic students additional pictures and symbols will be included in the lesson to help them understand vocabulary unfamiliar to them. For our low socioeconomic students as well as all students, teachers try to help them understand what they are going to learn and why it is important. The expected outcomes of each lesson and its activities are differentiated based on student readiness, but none are below grade level.

The second type of differentiated instruction centered based instructions. In this model, direct instruction is given in a small group setting at one of the centers, and activities that go along with these lessons are provided as reinforcement once the content has been mastered at the other centers. This model tends to build autonomy and responsibility in students. Since the other centers are for review and reinforcement; students can be grouped in a variety of ways, not just according to their readiness levels.

In both styles, resource teachers work with sub groups in helping them to be more successful in the classroom. Meetings are held between homeroom teachers and specialists to ensure that each is working on identified areas of need for those students so that their efforts can dovetail into successful outcomes.

5. Professional Development:

Data drives our instruction and professional development plans. At the end of each year, our school improvement team (representatives from each grade level and specialists) reviews end of the year test results including PALS, MAPS, and CRTs. A school staff survey ascertains professional development needs based on the results of grade level data cycles throughout the year. All assessments are according to the Nevada State Standards. We identify common threads of weakness in our instruction as well as areas of strength as we review all of the above mentioned assessments. We then build a site plan for professional development in one or two areas and work in tandem with our Northern Nevada Regional Professional Development Program (NNRPDP) Coordinator.

The school district and Winnemucca Grammar School staff have developed local expertise in many professional development areas including Marilyn Burns and Ruby Payne concepts and we also access NNRPDP for professional development activities free of charge. With the help of our NNRPDP Coordinator, we set up professional development opportunities throughout the year. Key to our professional development is follow up by those who have instructed us and observations in the classrooms as we implement what we have learned.

Our focus for the past three years has been in mathematics. Our math specialist has helped to provide training, has provided useful information from texts and websites, and models effective teaching strategies for classroom teachers. We have offered trainings district wide as well. The majority of these trainings have been offered after school, on minimum days, or during weekly PLCs to preserve valuable instructional time. Occasionally, if necessary, a full day release from school will be required to keep the continuity of the training in tact.

6. School Leadership:

Winnemucca Grammar School leadership is a team effort with the principal involved in each of the teams. Each grade level forms a PLC (Professional Learning Community.) Included in each of these communities are the school counselor, math specialist, literacy specialist, special ed. teacher, and Title I coordinator. There is a PLC leader in each community. Additionally, each PLC leader is also a Data Team Leader who coordinates the building of common assessments for each content strand being taught, and analyzes the results of each of these assessments. Leaders meet monthly with the principal to examine charted results of data cycles and to discuss remediation and enrichment that has taken place as a result of these data cycles.

PLC's meet weekly to discuss progress on current data cycles, and to plan remediation and enrichment techniques for students in need. Additionally, the PLC leader is a member of the school leadership/improvement team.

Two members of our school are also a members of our district leadership cadre. They are our liaison to the NNRPDP and participate in district wide curriculum development issues. They meet monthly with the principal to inform him/her of district leadership meeting results and to discuss school wide concerns. During these meetings with the principal, plans are made for further professional development based on the results provided by data cycles and surveys. These two members also provide training to new, incoming teachers regarding PLC's and data cycles.

Resources focused on improving student achievement are funded through the school budget and the Parent Teacher Organization. PLC leaders present to the principal budgetary needs for the upcoming school year from the school budget and how it will benefit student learning. If during the school year other funding needs are identified, leaders can present their case before the Parent Teacher Organization.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: State of Nevada Criterion-Referenced Test

Edition/Publication Year: 2004

Publisher: Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
All Students	65	82	62	45	46
% Advanced	40	37	21	27	17
Number of students tested	55	61	34	66	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	53	73	54	35	41
% Advanced	20	42	21	20	29
Number of students tested	30	30	24	40	34
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	47	69	50	32	24
% Advanced	29	25	25	8	5
Number of students tested	17	19	12	24	21
3. (specify subgroup): White					
% Proficient plus % Advanced	82	89	67	60	62
% Advanced	48	44	14	43	26
Number of students tested	33	36	21	35	39
4. (specify subgroup): Non IEP					
% Proficient plus % Advanced	73	90	61	50	46
% Proficient plus % Advanced	46	43	23	30	20
Number of students tested	48	52	31	60	54

Notes:

Math has shown an upward trend over the past five years. During the 2007-2008 school year Winnemucca Grammar School had no 3rd grade students fall into the "Emergent" level. The trend also demonstrates significant improvement in the percentage of students achieving at the highest level (Exceeds) in math. Winnemucca Grammar School has increased this percentage of "Exceeds Standards" students from just over 10% during the 2003-04 school year to over 30% the past testing year. This trend is noted not just school

wide but for all subgroups reported for the school as well.

Subject: Reading
Edition/Publication Year: 2004

Grade: 3 Test: State of Nevada Criterion-Referenced Test
Publisher: State of Nevada

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
All Students	62	77	59	52	46
All Students	35	17	24	12	17
Number of students tested	55	61	34	66	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	40	66	54	43	41
% Advanced	13	17	17	5	12
Number of students tested	30	30	24	40	34
2. Racial/Ethnic Group (specify subgroup): Hisipanic					
% Proficient plus % Advanced	41	68	42	36	24
% Advanced	18	11	17	0	5
Number of students tested	17	19	12	34	21
3. (specify subgroup): White					
% Proficient plus % Advanced	79	81	67	66	62
% Advanced	45	22	24	23	26
Number of students tested	33	36	21	35	39
4. (specify subgroup): Not IEP					
% Proficient plus % Advanced	67	85	61	57	46
% Proficient plus % Advanced	38	19	26	13	20
Number of students tested	48	52	31	60	54

Notes:

Evidence of the school's tremendous gains can also be found in the Adequate Yearly Progress (AYP) reports for the last five years. Winnemucca Grammar School has made AYP each year since the inception of No Child Left Behind. With Nevada's Annual Measurable Objectives (AMO) increasing steadily every two years, Winnemucca Grammar School continues to exceed expectations on an annual basis. The school was recognized as High Achieving during 205-2006 school year. Remarkably, the next year Winnemucca Grammar School received the highest designation possible in Nevada when it was awarded Exemplary School Status for the 2006-2007 school year.

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills and State of Nevada
Criterion-Referenced Test

Edition/Publication Year: ITBS 2001-
2002/CRT 2004

Publisher: ITBS-The Riverside Publishing Company/CRT Nevada
Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES					
All Students	88	78	73	59	63
% Advanced	42	47	32	31	19
Number of students tested	66	36	63	64	54
Percent of total students tested	0	0	0	0	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	83	67	63	58	64
% Advanced	31	38	25	13	17
Number of students tested	29	21	40	62	30
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	77	67	57	43	51
% Advanced	32	47	26	14	13
Number of students tested	22	15	23	21	16
3. (specify subgroup): Whites					
% Proficient plus % Advanced	95	85	86	71	68
% Advanced	48	45	40	44	19
Number of students tested	40	20	35	39	37
4. (specify subgroup): Non IEP					
% Proficient plus % Advanced	93	82	78	59	69
% Proficient plus % Advanced	47	48	34	34	22
Number of students tested	57	33	59	59	45

Notes:

2003-2005 ITBS (norm referenced test) was administered. 2006-2008 CRT (criterion referenced test) was administered.

Subject: Reading

Grade: 4

Test: ITBS/CRT

Edition/Publication Year: 2001-2002 ITBS/2003-2004 CRT
Publisher: The Riverside Publishing Co. ITBS/Nevada
Dept. of Ed. CRT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES					
All Students	73	72	70	42	41
% Advanced	23	33	29	19	26
Number of students tested	66	36	63	64	54
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	66	62	65	43	33
% Advanced	17	24	15	24	13
Number of students tested	29	21	40	62	30
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	68	60	52	19	19
% Advanced	18	13	17	5	13
Number of students tested	22	15	23	21	16
3. (specify subgroup): White					
% Proficient plus % Advanced	78	80	80	59	49
% Advanced	25	45	40	28	30
Number of students tested	40	20	35	39	37
4. (specify subgroup): Non IEP					
% Proficient plus % Advanced	81	76	75	42	53
% Proficient plus % Advanced	25	36	31	20	24
Number of students tested	57	33	59	59	45

Notes:

2003-2005 the ITBS was administered which was a norm referenced test. 2006-2008 is a criterion referenced test.

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